



TIDBITS

Tips and Helpful Links



Personalized Learning

Personalized learning has become more feasible with the integration of technology into daily instruction. A multitude of ways exists to personalize learning experiences, suited to a wide array of student needs. Teachers can find content, tools, and assessments online.



Through apps and programs, students are able to work at their own level and move through a curriculum at their own pace. Many programs provide instant feedback, correcting misconceptions and allowing students to move forward without delay.

Some technologies provide automatic data collection for teachers, enabling them to track student progress and readily see indications of where students may need additional support. Programs have been designed to interact with each other so that a composite profile of a student can be developed, reporting on areas such as learning style, strengths, weaknesses, and motivational factors. Some programs can generate parent reports that are easily accessible online and timely, giving parents the opportunity to provide relevant feedback to their child.

Multiple school districts across the country, in both urban and rural areas, report that the integration of technology into instruction shows promising signs for student growth,

Smart use of technology involves knowing what to choose and why, then when and how to use it. Transitioning from traditional “teacher-centered, lecture style” instruction to a model where students are more self-directed takes time and planning.



Although students may readily embrace the use of technology, they also need to take a more active role by setting goals for advancing their learning. Paths need to be clearly defined and sequenced to ensure smooth transitions as concepts increase in complexity. In personalized learning, students need to understand the criteria for success and focus on the “next step” that will move them closer to their goal. Courseware needs to be carefully matched to the students’ abilities so as not to overwhelm or disorient them during the learning process. Some programs have the ability to determine appropriate individualized learning paths by administering a pre-test to the student, then analyzing the errors. The program then constructs a personalized learning curriculum that considers the appropriate level of difficulty as well as arranging content in a logical progression for presentation to the student. In addition to ability, the variables of learning style and areas of interest need to be considered for individual students when constructing a template for personalized learning.

No single program can address all the needs a student presents, particularly if the student has learning challenges. In addition to the ability to adjust the method and pace of instruction, personalized learning for students with disabilities might also include UDL planning and targeted tools.

For instance, teachers may use specific types of technology to mitigate the impact of print disabilities.



Text-to-Speech helps eliminate the barriers presented by text, enabling poor readers access to grade level content through alternative means. Word prediction software and Speech-to-Text provide an avenue of expression beyond the physical encoding of responses to demonstrate knowledge and ideas.



The use of calculators has become more commonplace during math instruction for applications, allowing the student to focus on the learning goal at hand.



Rapid advances in technology have had significant impacts for students with visual, auditory, and mobility issues, enabling them to more easily interact and learn alongside their general education peers in inclusion models.

While teachers need to continue to provide proven and intensive methods to address print disabilities and dyscalculia, it’s important that they also continue to provide students the necessary access to grade level curriculum that keeps their progress on par with their peers in moving toward college and career ready status.

As you begin planning for next year and considering the purchase of additional technology for your classroom, you'll need to give some thought to what you want to achieve by incorporating it. Research the products you like, looking for evidence of their effectiveness. For education experts' recommended apps, games, and websites and suggested uses, visit:

<https://www.graphite.org/>

Additional resources on this topic:

<http://hechingerreport.org/as-market-surges-schools-struggle-to-find-the-best-tech-products/>

<http://thejournal.com/articles/2015/04/01/big-data-is-not-bad-data.aspx>

<http://www.dreambox.com/personalized-learning>

<https://www.edsurge.com/personalized-learning>

Alternate Assessment News

Community of Practice

April calls are scheduled for
Monday, April 13th from 4:00 – 5:00 p.m.
and
Thursday, April 16th from 3:30 – 4:30 p.m.

Topic: NCSC Assessment Reminders and
Guidance



Please plan to join the call on either
day for pertinent information
during this NCSC testing
window.

Contact Cynthia Roller at
Cynthia.Roller@azed.gov
for the link to the call.

Important Dates

NCSC Assessment Window:

March 30th through May 15th

The AIMS A Science window is now closed. Please
be sure that all performance task envelopes have been
returned to your test coordinator. All AIMS A Science
materials must be returned to ADE by **May 1, 2015**

Sample Items

NCSC reading and math sample items are available
at the following link:

[NCSC Sample Items with Annotated Slides – 2015](#)

Keep your non-readers engaged with books
through the AZ Talking Book Library:
www.azlibrary.gov/talkingbooks



Contact Us:

Alternate Assessment phone number: 602.542.8239

Email address: AssessingSWDs@azed.gov

Leila Williams, Ph.D., Associate Superintendent of High Quality Assessment & Adult Education Leila.Williams@azed.gov

Audra Ahumada, Director of Alternate Assessment Audra.Ahumada@azed.gov

Cynthia Roller, Alternate Assessment Coordinator Cynthia.Roller@azed.gov

Patricia Reynolds, Prof. Dev. & State Assessment Specialist Patricia.Reynolds@azed.gov

Angeles Swasey, Program Project Specialist Angeles.Swasey@azed.gov